A STUDY ON THE EFFECT OF SELF-CONCEPT AND ACADEMIC LIFE SATISFACTION ON ACHIEVEMENT MOTIVATION OF SCHOOL-GOING ADOLESCENTS OF SOUTH 24 PARGANAS DISTRICT

SUMMARY OF THE WORK

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Declaration by the Scholar

I, ***Shyamal Mistry****, do hereby declare that the thesis entitled "****A STUDY ON THE EFFECT OF SELF-CONCEPT AND ACADEMIC LIFE SATISFACTION ON ACHIEVEMENT MOTIVATION OF SCHOOL-GOING ADOLESCENTS OF SOUTH 24 PARGANAS DISTRICT****" is carried out by me for the Degree of Doctor of Philosophy in Education under the Department of Education, Swami Vivekananda University.*

My Registration Number: ***SVU/PhD/SOHS/EDU/033/2021 dt.14.05.2022***

Enrollment No: ***PHD/CWC/2021/031 dt. 01.07.2021***

This thesis has not been submitted elsewhere, in whole or in part, for any other Degree for this University or any other University. This work is solely my own work and all sources used have been acknowledged. The thesis has been checked for Plagiarism.

Date: ……..

Place: *Barrackpore, West Bengal* *(****Shyamal Mistry****)*

SUMMARY OF THE WORK

1. Introduction

Self-concept plays a crucial role in shaping an adolescent's motivation to achieve, influencing their academic aspirations and overall satisfaction with school life (**Marsh & Craven, 2006**). Academic life satisfaction, which reflects students' contentment with their educational experiences, is closely linked to their sense of competence and intrinsic motivation (**Huebner et al., 1999**). Achievement motivation, a key determinant of academic success, is significantly impacted by both self-concept and academic satisfaction, highlighting the importance of psychological factors in educational outcomes (**Elliot & Dweck, 2005**). The district of South 24 Parganas, with its diverse socio-economic landscape, presents a unique context to examine these relationships among school-going adolescents. Understanding how self-concept and academic life satisfaction interact to shape achievement motivation can offer valuable insights for educators and policymakers to design interventions fostering student success (**Schunk & Pajares, 2009**). This study aims to explore these interconnections, contributing to the existing literature on adolescent motivation in an Indian context.

1.1 Significance of the Study

The significance of this study lay in its potential to elucidate the intricate relationship between self-concept, academic life satisfaction, and achievement motivation among school-going adolescents, contributing to the growing body of research on student psychology and educational outcomes (**Marsh & Craven, 2006**). Understanding these factors could inform educators and policymakers in South 24 Parganas in developing targeted interventions that fostered positive self-perception and enhanced academic motivation, ultimately improving students' overall educational experiences (**Eccles & Wigfield, 2002**).

1.2 Research Gap

Despite extensive research on self-concept and academic life satisfaction, limited studies had explored their combined impact on achievement motivation among school-going adolescents, particularly in the socio-cultural context of South 24 Parganas (**Marsh & Martin, 2011**). This study addressed this gap by examining how these psychological constructs interacted to influence students' drive for success, thereby contributing to the literature on adolescent motivation in regional educational settings.

1.3 Broad Objectives of the Study

The study was designed to fulfill the following broad objectives –

I. To observe the present state of affairs of the **Self-Concept**, **Academic Life Satisfaction**, and **Achievement Motivation** of school-going adolescents;

II. To compare the **Self-Concept**, **Academic Life Satisfaction**, and **Achievement Motivation** of the male and female school-going adolescents;

III. To explore the impacts of **Self-Concept** and **Academic Life Satisfaction** on the development of **Achievement Motivation** of school-going adolescents.

1.3.1 Research Hypothesis of the Study

The present study was designed to verify the following research hypotheses –

H_1: The school-going adolescents considering both male and female as a whole have high ***Achievement Motivation***.

H_2: The **male** school-going adolescents have high ***Achievement Motivation***.

H_3: The **female** school-going adolescents have high ***Achievement Motivation***.

H_4: The school-going adolescents considering both male and female as a whole have high ***Self-Concept***.

H_5: The **male** school-going adolescents have high ***Self-Concept***.

H_6: The **female** school-going adolescents have high ***Self-Concept***.

H_7: The school-going adolescents considering both male and female as a whole have high ***Academic Life Satisfaction***.

H_8: The **male** school-going adolescents have high ***Academic Life Satisfaction***.

H_9: The **female** school-going adolescents have high ***Academic Life Satisfaction***.

H_{10}: The **male** and **female** school-going adolescents do not differ with respect to their ***Achievement Motivation***.

H_{11}: The **male** and **female** school-going adolescents do not differ with respect to their ***Self-Concept***.

H_{12}: The **male** and **female** school-going adolescents do not differ with respect to their ***Academic Life Satisfaction***.

H_{13}: There are statistically significant multiple regression coefficients to frame the equation to predict ***Achievement Motivation*** with the help of different facets of ***Self-Concept*** and ***Academic Life Satisfaction*** of the school-going adolescents considering both male and female as a whole.

H_{14}: There are statistically significant multiple regression coefficients to frame the equation to predict ***Achievement Motivation*** with the help of different facets of ***Self-Concept*** and ***Academic Life Satisfaction*** of the **male** school-going adolescents.

H_{15}: There are statistically significant multiple regression coefficients to frame the equation to predict ***Achievement Motivation*** with the help of different facets of ***Self-Concept*** and ***Academic Life Satisfaction*** of the **female** school-going adolescents.

1.4 Delimitation of the Study

The present study was delimited to school-going adolescents of South 24 Parganas district, focusing on the interrelationship between self-concept, academic life satisfaction, and achievement motivation while excluding other potential psychological and socio-environmental factors that might have influenced academic motivation (**Marsh & Martin, 2011**). Additionally, the study considered only specific standardised measures for assessing self-concept and academic life satisfaction, thereby limiting the generalisability of findings beyond the selected population (Bengali-medium school students studying in Class IX and X, aged 14–16 years) and instruments (**Byrne, 1996**).

2. Constructs of the Study

The present study examined the interrelationship between self-concept, academic life satisfaction, and achievement motivation among school-going adolescents in South 24 Parganas. Self-concept, defined as an individual's perception of their abilities and self-worth, plays a critical role in shaping academic behaviours and motivation (**Marsh & Craven, 2006**). Academic life satisfaction, which reflects students' contentment with their educational experiences, has been linked to both psychological well-being and academic motivation (**Huebner et al., 2005**). Achievement motivation, the drive to attain success and excel in academic settings, is influenced by both self-concept and perceived satisfaction with school life (**Elliot & Church, 1997**).

3. Review of Related Literature

The review of related literature provided a comprehensive analysis of prior studies on self-concept, academic life satisfaction, and achievement motivation among school-going adolescents. Research suggested that self-concept significantly influenced students' motivation to achieve academically, as higher self-perception fostered greater persistence and

goal orientation (**Marsh & Craven, 2006**). Academic life satisfaction was also identified as a crucial determinant of motivation, with students who experienced higher satisfaction levels demonstrating enhanced academic engagement and performance (**Gilman & Huebner, 2006**). Furthermore, studies indicated that both self-concept and academic life satisfaction interacted dynamically to shape achievement motivation, reinforcing the need for a multidimensional perspective (**Valentine, DuBois, & Cooper, 2004**). The literature highlighted gaps in contextual studies focusing on South 24 Parganas, emphasizing the necessity of region-specific research to account for socio-cultural influences. This review established the theoretical foundation for the study, underscoring the relevance of examining these constructs within the target population.

4. Methodology

The present study was carried out through a **descriptive survey method** within a **correlational research design**. The details regarding the nature of the research, sample, tools of research, procedure of data collection and statistical technique are reported herewith.

4.1 Nature of the Research

The present study has three parts – the survey part, the comparative part, and the predictive part.

a) ***Survey Part –***Survey research was done in the case of collecting data on the variables like "**Achievement Motivation**" "**Self-Concept**", and "**Academic Life Satisfaction**" as **independent** variables.

b) ***Comparative Part***- In the comparative part, the gender-wise comparison was done by considering "**Gender**" as the **independent** variable and taking its two levels (male and female), and "**Achievement Motivation**", "**Self-Concept**", and "**Academic Life Satisfaction**" as **dependent** variables.

c) ***Predictive Part –*** In the predictive part, Multiple Regression Analysis was done by the consideration of "**Achievement Motivation**" as the **dependent** variable, and "**Self-Concept**", and "**Academic Life Satisfaction**" as **independent** variables.

4.2 Sample

The source of the sample, sampling procedure, sample size and sample characteristics are reported herewith.

4.2.1 Source of Sample (Population)

Government-sponsored and Government-aided Secondary and Higher Secondary Schools in South 24 PGS, West Bengal constituted the source of the sample.

4.2.2 Sampling Procedure

In the present study "**Multiphasic Stratified Random Sampling Technique**" was adopted.

4.2.3 Sample Size

Finally, out of a total of **1027** samples, **572** male subjects and **455** female subjects participated in the study.

Table-4.2.3: Gender-Wise Distribution of Sample

Gender		
Male	**Female**	**Total**
572	455	1027

4.2.4 Sample Characteristics

a) Male and female students of class IX & X of age group 14–16 yrs. were taken.

b) Only Bengali medium school students were taken.

c) Only school-going adolescents of South 24 Parganas were taken.

4.3 Tools of Research

The present study utilised various research tools to collect data. These tools were chosen based on criteria such as relevance, appropriateness, reliability, validity, and suitability. Brief descriptions of these tools are provided below.

4.3.1 Deo-Mohan Achievement Motivation Scale (n-Ach), (Deo & Mohan, 1985)

Deo and Mohan (1985) developed a scale to measure achievement motivation. This scale has 50 items (37 positives & 13 negatives) within 15 dimensions. Participants are instructed to indicate their agreement with each statement using a 5-point 'Likert-type scale'.

In the present study adopted Bengali version scale was used.

Here the mean score of the scale was normalised and the normalisation procedure was as follows:

Normalised Mean = Mean of the item responses in a dimension or (total scale) /number of total items of the dimension or (total scale).

Therefore, the normalised mean ranged from 0 to 4 with 2 as the mid-point.

The mean of the scores of each dimension or total scale was interpreted as –

0.00 to 0.99	**:**	**Very Low**
1.00 to 1.99	**:**	**Low**
2.00 to 2.99	**:**	**High**
3.00 to 4.00	**:**	**Very High**

The reliability and validity of the scale were satisfactorily high.

4.3.2 Self-Concept Inventory (SCI), (Shah, 1986)

The Self-Concept Inventory (SCI) scale was developed by Dr. Beena Shah. It contains 62 items (adjectives) within 10 dimensions. Participants are instructed to indicate their

agreement with each statement using a 5-point 'Likert-type scale' to rate viz. 'Always', 'Often', 'Occasion', 'Seldom' and 'Never'.

In the present study adopted Bengali version scale was used.

Here the mean score of the scale was normalised and the normalisation procedure was as follows:

Normalised Mean = Mean of the item responses in a dimension or (total scale) /number of total items of the dimension or (total scale).

Therefore, the normalised mean ranged from 1 to 5 with 3 as the mid-point.

The mean of the scores of each dimension or total scale was interpreted as –

1.00 to 1.99	**:**	**Very Low**
2.00 to 2.99	**:**	**Low**
3.00 to 3.99	**:**	**High**
4.00 to 5.00	**:**	**Very high**

The reliability and validity of the scale were satisfactorily high.

4.3.3 Multidimensional Students Life Satisfaction Scale (MSLSS), (Huebner, Laughlin, Ash & Gilman, 1998)

The Multidimensional Student's Life Satisfaction Scale (MSLSS) was designed to provide a holistic assessment of life satisfaction. It consists of 40 items within 5 dimensions. Participants are instructed to indicate their agreement with each statement using a 5-point 'Likert-type scale' to rate viz. 'Strongly Disagree', 'Disagree', 'Neutral', 'Agree' and 'Strongly Agree'.

In the present study adopted Bengali version scale was used.

Here the mean score of the scale was normalised and the normalisation procedure was as follows:

Normalised Mean = Mean of the item responses in a dimension or (total scale) /number of total items of the dimension or (total scale).

Therefore, the normalised mean ranged from 1 to 5 with 3 as the mid-point.

The mean of the scores of each dimension or total scale was interpreted as –

1.00 to 1.99 : **Very Low**
2.00 to 2.99 : **Low**
3.00 to 3.99 : **High**
4.00 to 5.00 : **Very high**

The reliability and validity of the scale were satisfactorily high.

4.4 Procedure for Data Collection

The institute heads were approached and permission was secured for data collection. The researcher then administered the assessment tools to the study participants, following the instructions outlined in the tool manuals, to gather the necessary data on various psychological constructs.

4.5 Statistical Techniques

Descriptive and inferential statistics, as well as the underlying relationships, were determined using appropriate statistical computations with the help of SPSS-20.0 software.

(a) To prove the hypotheses from H_1 to H_9, **Descriptive Statistics** such as *Minimum, Maximum, Range, Mean and Standard Deviation* were calculated.

(b) To prove the hypotheses from H_{10} to H_{12}, **Inferential Statistics** such as the *F-test* and *t-test* were calculated.

(c) To prove the hypotheses from H_{13} to H_{15}, **Multiple Regression Analysis** was done.

5. Results

The results of the study are presented in three separate sections – (a) Descriptive Presentation, (b) Comparative Analysis (Gender Wise), and (c) Multiple Regression Analysis (Correlational Analysis).

5.1 Descriptive Presentation

The results of the descriptive presentation on Achievement Motivation, Self-Concept, and Multidimensional Students' Life Satisfaction are presented herewith to probe into hypotheses – **H_1** to **H_9**.

Table-5.1: Descriptive Statistics of Deo-Mohan Achievement Motivation Scale (n-Ach) Scores, Self-Concept Inventory (SCI) Scores, Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of School-Going Adolescents (Considering Male and Female as a Whole, Male only, Female only)

Variables	Normalised Mean of **Male** and **Female as a Whole**	Normalised Mean of **Male** only	Normalised Mean of **Female** only	**Remarks**
Achievement Motivation (n-Ach)				
Achievement Motivation	**2.71** (High)	**2.66** (High)	**2.79** (High)	**High**
Self-Concept				
Self-Concept	**3.54** (High)	**3.54** (High)	**3.49** (High)	**High**
Multidimensional Students Life Satisfaction				
Academic Life Satisfaction	**3.72** (High)	**3.65** (High)	**3.81** (High)	**High**

5.2 Gender-Wise Comparative Analysis

Here the result of the gender-wise comparison for Achievement Motivation, Self-Concept, and Multidimensional Students Life Satisfaction is placed in the following table to probe into the hypotheses – **H_{10}** to **H_{12}**.

Table 5.2: Group Statistics of Deo-Mohan Achievement Motivation Scale (n-Ach) Scores, Self-Concept Inventory (SCI) Scores, Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of Male School-Going Adolescents and Female School-Going Adolescents

Variables	Gender	N	Normalised Mean	Remarks
Achievement Motivation (n-Ach)				
Achievement Motivation	Male	572	2.66	Here the **female** school-going adolescents experienced (statistically) significantly than the male school-going adolescents.
	Female	455	**2.79**	
Self-Concept				
Self-Concept	Male	572	3.49	Here the **female** school-going adolescents experienced (statistically) significantly than the male school-going adolescents.
	Female	455	**3.60**	
Multidimensional Students Life Satisfaction				
Academic Life Satisfaction	Male	572	3.65	Here the **female** school-going adolescents experienced (statistically) significantly than the male school-going adolescents.
	Female	455	**3.81**	

5.3 Multiple Regression Analysis

The results of the ***Multiple Regression Analysis*** in predicting ***achievement motivation*** are presented in the following tabular form to probe into hypotheses – **H_{13}** to **H_{15}**.

Table 5.3: Coefficients in Multiple Regression Analysis Considering Achievement Motivation of the School-Going Adolescents as Dependent Variable

Predictors	Male and Female School-Going Adolescents as a whole	Male School-Going Adolescents Only	Female School-Going Adolescents Only
	B	B	B
(Constant)	-0.59	-0.56	-0.59
Job-Related Self-Concept	0.19	0.16	0.24
Cognitive Self-Concept	0.25	0.26	0.24
Family Life Satisfaction	0.12	0.14	0.09
Self-Confidence	0.12	0.09	0.16
School Life Satisfaction	0.09	0.11	0.06
Self-Concept Related to Personality Traits	0.09	0.07	0.15
Political Self-Concept	0.05	0.05	
Friend Life Satisfaction	0.03	0.05	

6. Summary of Discussion

In this subsection discussions of the results are placed. In the previous chapter, the results of the study were presented in three separate sections – (a) Descriptive Presentation, (b) Comparative Analysis, and (c) Multiple Regression Analysis (Correlational Analysis). The discussions are also made in three sub-sections and thereafter conclusions were drawn.

6.1 Summary of Discussion on the Results of Descriptive Presentation

From the result of Table 5.1 it was transparent that –

(a) In **Achievement Motivation,** the school-going adolescents irrespective of their totality and gender had expressed their **high** achievement motivation, suggesting that on average, they had a strong internal drive to succeed and excel in study-related activities. ***Hence hypotheses H_1, H_2, and H_3 were accepted***.

(b) In **Self-Concept,** the school-going adolescents irrespective of their totality and gender had expressed their **high** self-concept, suggesting a positive and well-rounded self-perception among themselves. ***Hence hypotheses H_4, H_5, and H_6 were accepted***.

(c) In **Academic Life Satisfaction,** the school-going adolescents irrespective of their totality and gender had expressed their overall **high** life satisfaction. ***Hence hypotheses H_7, H_8, and H_9 were accepted***.

6.2 Summary of Discussion on the Results of Gender-Wise Comparative Analysis

From the results of Table 5.2, it was transparent that-

(a) Achievement Motivation

The two groups (male and female) **differed** (statistically) significantly in composite scores of the '*Deo-Mohan Achievement Motivation Scale (n-Ach)*'. ***Hence hypothesis H_{10} was rejected.***

(b) Self-Concept

The two groups (male and female) **differed** (statistically) significantly in composite scores of the '*Self-Concept Inventory (SCI)*'. ***Hence hypothesis H_{11} was rejected.***

(c) Academic Life Satisfaction

The two groups (male and female) **differed** (statistically) significantly in composite scores of the '*Multidimensional Students Life Satisfaction Scale (MSLSS)*'. ***Hence hypothesis H_{12} was rejected.***

6.3 Summary of Discussion on Multiple Regression Analysis

From the result of Table 5.3 it was transparent that –

Two independent variables, including eight facets—five facets of **Self-Concept** ('Job-Related Self-Concept, Cognitive Self-Concept, Self-Confidence, Self-Concept Related to Personality Traits, and Political Self-Concept') and three facets of **Academic Life Satisfaction** ('Family Life Satisfaction, School Life Satisfaction, and Friend Life Satisfaction') put their ***positive effect on*** **Achievement Motivation** in school-going adolescents in two cases: (i) male and female as a whole and (ii) male only. However, in the case of female only, except for two facets (i.e., Political Self-Concept and Friend Life Satisfaction), all other six facets had a positive effect on Achievement Motivation in school-going female adolescents. ***Hence hypotheses H_{13}, H_{14}, H_{15} were accepted.***

7. Overall Conclusion

Young pupils who experience satisfaction from their parents and mentors develop greater resilience, leading to increased academic participation and emotional support. Their academic achievements bring them pride, reinforcing their motivation to learn and aspire higher. This continuous cycle of success fosters a strong self-concept, as they are recognised as hardworking and sincere individuals. With growing self-confidence, they persist in overcoming academic challenges, reinforcing their achievement motivation. Conversely, individuals with a low self-concept tend to avoid difficult tasks due to a lack of belief in their capabilities. Ultimately, a positive self-concept is crucial in sustaining motivation and academic perseverance.

8. Limitations of the Study

The present study on the effect of self-concept and academic life satisfaction on achievement motivation among school-going adolescents of South 24 Parganas District was subject to certain limitations, including its reliance on self-reported data, which might have introduced biases such as social desirability and subjective interpretation (**Podsakoff et al., 2003**). Additionally, the study was confined to a specific geographical region, limiting the generalizability of its findings to broader populations (**Best & Kahn, 2016**). Furthermore, while the study established associations between variables, its cross-sectional design restricted the ability to infer causality (**Creswell & Creswell, 2018**).

9. Applicative Values

The findings of this study can be instrumental in designing targeted educational interventions that enhance adolescents' self-concept and academic life satisfaction, thereby fostering higher achievement motivation (**Marsh & Craven, 2006**). Educators and policymakers can utilise these insights to develop supportive learning environments that bolster students' intrinsic drive for academic success (**Ryan & Deci, 2000**). Furthermore, the study contributes to psychological and educational literature by highlighting the interplay of self-concept, academic satisfaction, and motivation, which can inform future research and policy decisions (**Schunk & Pajares, 2002**).

10. Recommendations for Future Study

Future research will be able to explore the impact of socio-economic factors and parental involvement on achievement motivation, as these aspects may influence adolescents' self-concept and academic satisfaction (**Spera, 2005**). Additionally, longitudinal studies will provide a deeper understanding of how changes in self-concept and academic life satisfaction over time affect achievement motivation. Expanding the sample to include adolescents from diverse geographical locations will also offer a broader perspective on the findings.

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